

February, 1944

Vol. III, No. 6

Journal OF THE



Association for Education by Radio

The Association for Education by Radio

THE DEMOCRATIC PROCESS is not confined to our political form of Government in this country or in Canada. It also is a hallmark of the Association for Education by Radio. Someone may well claim that voting in the AER is not a priceless heritage since it can be bought for \$2.00 and is open to "anyone interested in education by radio", but the price you pay in order to vote does not necessarily determine the quality or degree of democratic procedure involved. It more largely depends upon the attitude you yourself take toward the need for voting.

Inasmuch as you, a member of the AER, have qualified for voting then you do have the responsibility of casting your vote. At the time that this February issue reaches you the ballot for the final

election of AER officers should be subject to your serious concern.

You have to elect all the national officers and two regional vice-presidents. The success or failure of your AER's future depends largely upon the talent of the people whom you vote into your offices. You should, therefore, consider well the leadership and sincerity of each of the people whom you enter as your choice. What kind of a person are you supporting for president? Will this individual understand the importance of local chapters, of state associations and of the relationship of the national organization to the other levels? Will this president lead? Will he work with the other organizations? Will he grow?

(Continued on Page 13)

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The Journal of the AER goes to all members of the association. The payment of dues entitles a member to attend all meetings of the association, to hold office and to receive services. \$1.00 of these dues is paid by each member for a year's subscription to The Journal of the AER. Send applications for membership to 228 N. LaSalle Street, Chicago, 1, Illinois.

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The JOURNAL of the ASSOCIATION FOR EDUCATION BY RADIO

228 North La Salle Street

Chicago, Illinois



Volume III

February, 1944

Number 6

Radio Helps Schools Supervisors

By H. M. Buckley

First Assistant Superintendent,
Cleveland Public Schools

AN EDUCATOR has been characterized as one who fixes his eyes on the past and backs into the future. He sees no radios in the past, but he is rapidly backing into them. He will need to be shown that radios can improve both the quantity and the quality of education before accepting them.

Radio's Place in Supervision

Among the many services improved by means of the radio, this article will emphasize supervision. The supervisor is one qualified by enriched training and broad experience to offer expert guidance to teachers. Regardless of qualifications, the supervisor is often overwhelmed by the problem of keeping in touch with one or two thousand teachers serving in more than a hundred buildings scattered over the city, or a smaller number of buildings more widely distributed over a county.

When Cleveland began to experiment with the radio for public school services in 1925, it was generally agreed that more and better supervisors could not be the answer for adequate supervision. Outstanding supervisors in any field have been and will continue to be few and widely dispersed. The problem became then, how to make good supervision go further and more frequently. Radio presented a possible solution.

Educators have been slow to use new mechanical devices. Radio is no exception. Fortunately, from the beginning in Cleveland the use of the radio both by the teacher and by the supervisor was made entirely optional. The first assurance offered the teacher was that

the radio would not be another load for her to carry. The object of the radio was to assist the teacher to do better and more easily the work required by the curriculum, not a substitute for the curriculum.

From Commercial Station Cooperation to a School-Owned Station

During the years 1925 to 1938, we were dependent upon the generosity of the commercial stations for determining the value of radio for a public school system. These years were a trial for the stations as well as for the schools. Our school audience was definite and of a uniform age, while the commercial audience was vast, varied and invisible. Our audience remained constant; the audience of the commercial stations was off and on, in and out. Our subjects were developmental and continuous; theirs were sporadic, devoid of sequence.

Notwithstanding the difficulties just indicated, a growing confidence in the value of the radio for the public schools became increasingly evident. Hence teachers and supervisors welcomed the announcement that in 1938 the Cleveland public schools would own and operate a radio station devoted exclusively to the service of the schools.

The most convincing evidence of the value of a school-owned and -operated radio station is a comparison of the schedule for the final year (1937-38) of using the commercial stations with the radio schedule for the current semester over WBOE, our school station.

Schedule for School Year, 1937-38:

- 5B-A English
- 6B-A Geography
- 3B-A Music
- 4B-A Science
- 2B-A Music

Upper Elementary Safety (4, 5, 6)

You will note that from six broadcasts for 1937-38 the number increased to approximately one hundred (see schedule on Page 11). Since there has never been any requirement or inducement, other than service, for any supervisor to use the radio, and since many departments were restricted in the number of broadcasts permitted, it is evident that the supervisors have found the radio a remarkable aid in supervision.

Radio Lessons Assist the Supervisor and the Teacher

The first tenet of effective supervision is to begin where the teachers are and with their daily problems. Certain theorists have held that the function of the radio is to inject light into darkness, for the dull and drab regular lesson. There are timely broadcasts of great moment which may well be substituted for any single lesson or unit in the regular curriculum. The authoritative voice of a great statesman on a critical world problem gives to the radio a supreme educational opportunity. But such historical occasions are rare.

Every school is entitled to the most meaningful regular curriculum that the cultural heritage affords. By means of the enriched model radio lesson, the talented supervisor is able to enter any number of classrooms with well-organized and vitally related content, presented by a superior voice, by one with rich background and specialized knowledge. Such a lesson is not the result of fancy or accident, but is one developed on the anvil of experience in an experimental school. Here the supervisor, expert teachers, and eager pupils combine to produce a lesson of value to every group planning to receive it.

(Continued on Page 11)

THIS MONTH in the News

15th Columbus Institute Set for May 5 to 8

Columbus, Ohio—The Fifteenth Annual Institute for Education by Radio will be held from May 5 to 8 inclusive, it has been announced by I. Keith Tyler, director of the Institute and radio director of Ohio State University. Headquarters as usual will be the Deshler-Wallick Hotel in Columbus.

The Annual Exhibition of Educational Radio Programs will again be held in conjunction with the Institute. Application blanks and further information may be secured by writing to the Director of the Institute for Education by Radio, The Ohio State University, Columbus 10, Ohio. Closing date for entries is March 15.

Change in AER War Script Committee

With Luella Hoskins going to OWI in charge of Middle East program writing, the chairmanship of the AER Script of the Month Committee was returned to Erik Barnouw of the Script Division of the National Broadcasting Company, New York City. The membership will continue to receive selected scripts of the month from time to time.

In this connection it is felt that many important scripts being produced in local areas throughout the United States are being overlooked. Mr. Barnouw urges that anyone in a position to submit scripts of a definite "advance the war" nature should send them in to him from time to time for consideration by the Script Committee.

Anyone not on the mailing list desiring to receive these scripts as they are distributed should send their request direct to Mr. Barnouw.

Youth Agencies Cooperate in New NBC Series

"Here's to Youth" is the title of a new series which premiered on NBC Saturday, January 15, from 1 to 1:30 p.m. EWT. The series, scheduled for 13 weeks, will attempt to demonstrate how some of the problems of youth in wartime are overcome, and to convey a picture of the part young people play in the community and in the nation.

The series will be presented in cooperation with ten youth agencies, including the Junior Red Cross, YMCA, YWCA, Boy Scouts of America, Girl Scouts, Campfire Girls, Jewish Welfare Board, National Federation of Settlements, Boys' Club of America, and the National Catholic Youth Organization.

MacLeish to Write New NBC "University" Series

The third permanent series in NBC's *Inter-American University of the Air* project begins on Saturday, February 5, under the title "American Story." Programs will trace the history of American literature through special dramatizations, narration and straight readings from books by American authors.

Archibald MacLeish, poet and Librarian of Congress since 1939, will write the scripts and serve as narrator. Other *Inter-American University of the Air* series on NBC are "Lands of the Free" and "Music of the New World."

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Attention Charter Members:

Your membership expires next month and notices will be sent in due course of time but you can save a lot of voluntary, administrative detail work if you will make out a check for two dollars or pin two dollars to a letter and send it to the central office, AER, Builders Building, Chicago 1, Illinois, with a request to have your charter membership extended. Do this today! And while you are about it, why not obtain a membership from some colleague and send it along with yours. That, too, will be a real service to your Association.

• **NBC Handbook of Pronunciation**, compiled by James F. Bender of Queens College, is a 289-page volume containing 12,000 words that figure in the war news, names of famous people, musical terms and common catchwords. Publisher is Thomas Y. Crowell Co.

• **Radio History in the Making.** Liggett and Myers Tobacco Company on Jan. 19 presented an experimental television program on W2XWV, the Allen DuMont television station in New York. The show used many of the personalities starred on Fred War-ing's nightly broadcast.

• **More History.** The Television Workshop, 11 W. 42nd St., New York, officially opened for business recently. Idea is to assist agencies with televised commercials and to make productions available to all stations. Average show will cost about \$100 per telecast.

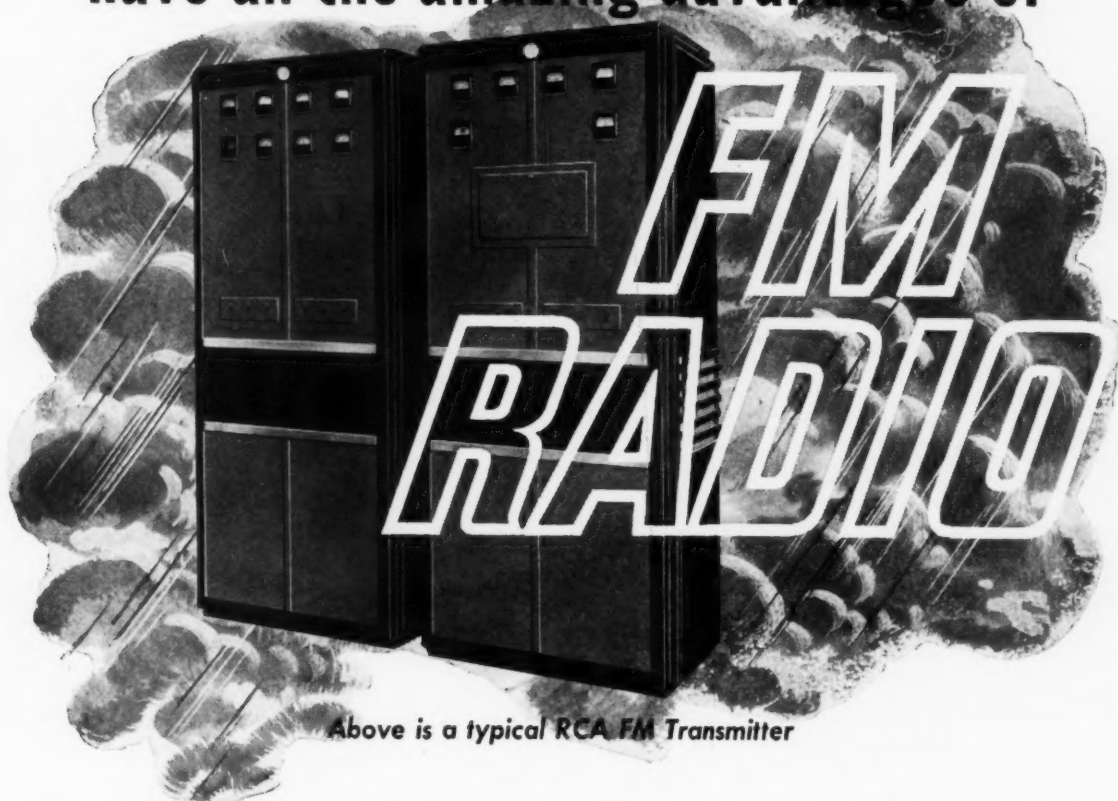
• **Scholarships.** The University of California has accepted two scholarships offered by NBC, to be made available to a boy and girl student at UCLA who have finished their freshman year with high scholastic records and who wish to prepare for professional radio work. The plan is an outgrowth of the NBC-UCLA Radio Institute held last summer.

• **Things to Come.** A new weekly radio series presenting a "realistic view of the effect of scientific discoveries on everyday life", began Jan. 2 on WHAM in Rochester, N. Y. The series is being presented in cooperation with the University of Rochester and *Time* magazine. Broadcasts are being directed by Dr. Gerald Wendt, science editor of *Time*. Programs are designed to bring leading scientists and social thinkers to the mike each week.

• **Timely.** Precautions to avoid influenza, colds, pneumonia and other disease epidemics at this time, are contained in a series of weekly radio talks on the subject, "Your health in wartime," the first of which was presented over WHAS, Louisville, on January 15. The programs are presentations of the University of Kentucky in Lexington, and the speaker is Dr. Charles G. Baker, of the Lexington-Fayette county health department, who prepared the Peabody-award-winning radio talks on venereal diseases last year.

**BACK THE ATTACK WITH
UNITED STATES WAR BONDS
AND STAMPS**

How soon will your school system have all the amazing advantages of



Above is a typical RCA FM Transmitter

RCA is a leader in FM development...

- RCA has been and will continue to be an active leader in FM development.
- A considerable number of FM Transmitters designed, built and installed by RCA are in service.
- RCA engineers have more experience in building (and operating) radio transmitters than any other group.
- And the truth is that FM Transmitters do not differ very greatly from other transmitter installations, particularly Television.
- RCA has always pioneered in development of high-frequency antennas... and is now building many different models for the armed services.
- RCA will continue to offer top-rank transmitting equipment for every broadcast need... in AM, in FM, in Short Wave, and in Television.



RCA • VICTOR DIVISION • EDUCATIONAL DEPARTMENT

RADIO CORPORATION OF AMERICA

CAMDEN, N. J.

FM radio, first introduced in 1938, has proved itself to be the most practical type of radio for school systems, especially in compactly built areas where static is an important factor. What's more, the nearly staticless features of FM permit the moving of radios from classroom to classroom in steel-framed buildings without having to wire each room with outside antennas.

Already several big city school systems have FM Transmitters, and there is literally no limit to the educational advantages of radio when the broadcasting can be controlled right within the school and the school system.

While the war has stopped production of FM Transmitters and Receivers, those connected with school management will certainly want to learn about FM to help them do a better job of post-war planning.

A letter or postal card addressed:—The Educational Department, RADIO CORPORATION OF AMERICA, Camden, N. J. will bring details concerning RCA's FM Transmitters.

★ BUY MORE WAR BONDS ★

Los Angeles County Schools Report

New and Renewed Emphases in Radio Activities

By Helen Rachford

Communications Workshop, Stanford University, and Acting Director Radio-Visual Division, Los Angeles County Schools

(Reprinted with permission of The School Executive Magazine)

MANY TEACHERS of the Los Angeles County Schools are convinced that radio offers unlimited opportunities for vitalizing the wartime English and social studies program to meet students' daily needs. They use radio in their school programs to keep students informed, to teach them to judge what they hear, to help provide stability and good mental health, to work toward national unity.

Specifically how can the schools utilize radio for these purposes? The following material describes how our teachers use radio in their programs.

Students Broadcast Panel Discussions. At the invitation of the Columbia Broadcasting System thirteen high schools of the county each presented a seven to nine minute panel discussion following a professional dramatization based on a topic of current interest. Students from the ninth through the fourteenth grades took part. The discussion groups came from public speaking and radio speech classes in some schools, from English and social studies classes in others, and in one school from a forum group.

Various techniques used in preparing students for the broadcasts included simulated broadcasts, practice with the public address system, cutting records of the final rehearsals, and playing the records for class criticism.

In preparing their broadcast on "What the United States Merchant Marine Is Doing to Win the War," a ninth grade class from Alhambra City High School secured first hand information from the merchant marine recruiting station in Los Angeles. Pasadena Junior College students who had worked on farms during the harvest season talked on "War and the Farm."

Broadcasts Brought Into the Classroom. In some social studies and current events classes news broadcasts were tuned in regularly. Students learned critical analysis and discrimination in listening.

Music broadcasts have been used for music appreciation classes and for vocal, band, and orchestra groups. Teachers and students are enthusiastic

about the Standard School Broadcasts.

Science broadcasts from the "Unlimited Horizons" series, have been used frequently in some classes.

Listening Outside of School Assigned. Direction of the Student's interest in programs he listens to at home is a very important part of the utilization of radio, for we know that students listen to the radio two and one-half times more than they read. Assignments to listen to such programs as *Cavalcade of America*, *Town Hall*, *Information Please*, *March of Time*, and others will be carried out if interesting, pointed discussions on the broadcast are held the following day. Group pressure encourages students to listen, so that they too can participate.

One teacher kept a space on her bulletin board for such a notice as this: "Tonight you can hear *Cavalcade of America*." Pictures of the program, station publicity, news items about it, and comments were placed near. A short discussion of the program listed became a part of the next day's lesson.

Talks to PTA and other adult groups about radio and its use help to educate parents. The teacher who can interest a student and his parents in listening together to the same program and in talking it over is helping educate two generations, a very salutary measure for modern schools. During the past school year members of the county staff were asked to talk to six PTA groups about movies and radio and how they could make best use of them for their children.

Monthly Guide for Programs Provided. Two thousand copies of a monthly radio log listing broadcasts recommended for young people and times at which they can be heard have been sent free to administrators and teachers. This mimeographed bulletin has been important in acquainting schools with programs suitable for in and out of school listening.

Script Loan Service. Twenty-one good radio scripts suitable for classroom and assembly production make up our script library. Teachers can obtain a set of scripts sufficient for a cast or may borrow individual scripts and have copies made. We listed the scripts in the January Log, and during the month of January, forty-six sets of scripts, 757 copies, were distributed. Teachers reported using them in grades from the sixth through the twelfth for class, assembly, PTA, Public Schools week

programs, and in one junior high school as a part of the graduation exercise. This is an example of the listing in the Log:

"The Young Mr. Lincoln"—23 minutes. 9 boys, 2 girls, and either 1 boy or girl. The story of Abraham Lincoln's early life as an Indian fighter, his love for Ann Rutledge, and his success as a statesman.

Transcription Loan Service. Transcriptions of broadcasts are widely used because teachers can preview the programs. Transcriptions also solve the time differential problem. They can be played whenever the class is ready, and easily replayed entirely or in part, if repetition seems desirable.

In Service Training of Teachers. "Using News Broadcasts and Commentary Programs in Teaching Current Events" was the subject of institute programs held in five areas. An outstanding junior high school teacher and several of her students gave a demonstration of how the class listened to and analyzed newscasts. The demonstration was followed by a panel discussion in which the head of a social studies department and one of his teachers participated.

Nine workshop sessions for elementary teachers on the "Use of Audio-Visual Aids to Supplement Concrete Experience" were planned to familiarize teachers with materials and techniques in using them.

We realize that radio and visual aids are not complete in themselves for school utilization and we have developed demonstrations of techniques for the teachers. Mimeographed copies of the suggestions were distributed at each meeting. In brief they included these points:

Preparation

1. Analyze the course to find where auditory and visual materials can be used most effectively, and for what purpose.
2. Preview available materials carefully.
3. Select materials for a certain purpose, such as, to
 - a. introduce a new subject
 - b. emphasize certain points
 - c. broaden understanding
 - d. build appreciation
 - e. summarize a part or all of the work.

(Continued on Page 9)

You owe it to your Uncle Sam!

He needs manpower—every available person. A hearing deficiency may keep you out of the armed forces . . . but you can do your fighting on the home front . . . in war materiel plants. A good hearing aid enables you to go all out in the war effort. The movement is growing. In our plant today are workers wearing hearing aids and contributing as competently as if their hearing were normal.



You owe it to your friends!

They want to enjoy your company as much as you do theirs.
Your hearing aid means as much to them as it does to you.

Are you really doing your part?

That question only *you* can answer. *Think!*

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Report on a Revolution

Zenith recently started a revolution—to reduce the *cost of hearing*. After years of research and preparation, the Zenith Radionic Hearing Aid is now offered to the public.

The price—\$40—(about one-quarter that of other good vacuum tube instruments). Complete—ready to wear—with miniature radio tubes, crystal microphone and batteries—liberally guaranteed.

Inquiries from everywhere have flooded the mails—telephone calls—telegrams.

A sales volume—unheard-of in this field—is gaining daily momentum—and is a demand created by

self-evident merit of the instrument itself. Today our problem becomes one of production and distribution—to as quickly as possible make the Zenith Radionic Hearing Aid available in all localities.

We are doing our best to furnish additional manpower for Uncle Sam's production forces. And—in the doing—we are experiencing that rare satisfaction born of directly contributing to the welfare of individuals.

THE ZENITH HEARING AID CAN BE SUPPLIED BY YOUR ZENITH FRANCHISED OPTICIAN OR OPTOMETRIST. (NO HOME CALLS OR SOLICITATIONS)
Write us for address of outlet nearest to you.

☆ ☆ ☆ ☆

The New Zenith RADIONIC HEARING AID

\$40⁰⁰ READY TO WEAR

Complete—with Radionic Tubes—Crystal Microphone and Batteries
... *Liberal Guarantee*

Zenith has built the best that modern knowledge and *radionic* engineering make possible into this \$40.00 hearing aid. It has no other models . . . *one* model . . . *one* price . . . *one* quality.

There are cases in which deficient hearing is caused by a progressive disease and any hearing aid may do harm by giving a false sense of security. Therefore, we recommend that you consult your otologist or ear doctor to make sure that your hearing deficiency is the type that can be benefited by the use of a hearing aid.

TO PHYSICIANS:

A detailed scientific description will be sent upon request. Further technical details will appear in medical journals.

Write for Free Descriptive Booklet
ADDRESS DEPT. JER-2, HEARING AID DIVISION
ZENITH RADIO CORPORATION
CHICAGO 39, ILLINOIS



Utilization -

Radio's Challenge to the Classroom Teacher

By Adrian Michaelis,

Supervisor of the
Standard Oil Company of California's
Standard School Broadcast and
The Standard Hour

CLASSROOM UTILIZATION of radio broadcasts is limited only by the ingenuity of the individual teacher. Eventually, utilization of radio will be codified into a generally accepted classroom procedure, as with other educational tools; but that day has not yet dawned. Meanwhile, teachers have before them their greatest educational opportunity and challenge. Great as are the educational values of books, drama, motion pictures, etc., their potentialities are far surpassed by those of radio.

From the electrical mouths of millions of loudspeakers in schools, homes, automobiles, trains, ships, airplanes, and elsewhere, at all hours of the day and night, a deluge of words, music, and every other conceivable sound pours forth. As with a mighty river, the practical value of the flood is not in providing us with an awesome phenomenon, but in making available vast power that may be brought under control, by utilizing it to fill known needs.

Radio broadcasts are of course more commonly used for entertainment than for education. But so are books, drama, motion pictures, etc.; and yet this has not prevented their being utilized for educational ends. Neither should it prevent the utilization of today's broadcast entertainment as the precursor of tomorrow's television university.

The educator has learned that if he would transform great numbers of disinterested pupils into true students he must first entertain them. And the classroom teachers of today can, if they will, so learn to utilize both the entertainment and educational values of radio broadcasting that tomorrow's television will become the most potent educational tool the world has ever known. If teachers would but see themselves as radio's and television's future producers rather than merely users, and evaluate and utilize today's radio programs accordingly, they could become the greatest single force for lasting world education and peace.

One product of the present World War and its emphasis on propaganda, has been the frequent merging of entertainment and education in radio programs, in the interests of an enthusiastic and intelligent war effort. The results of that merging will be enduring; and, more than ever before, educators will have to temper their teaching with entertainment. There is no better way to learn this type of showmanship while continuing to work at the job of classroom teaching than to listen intensively and intelligently to the flood of sound coming from the loudspeaker. Commercial sponsors and broadcasting companies pour millions of their advertising dollars into the great pool of talent that is the source of this flood; and the educator, passing the ever-flowing stream through the sieve of his trained mind, will garner nuggets of entertainment knowledge and the technique of audio-education that will enable him to take his proper place in the post-war radio-educational world.

Similarly, the commercial organization looking ahead to a successful post-war future in which radio and television will play increasingly important parts, is now considering radio's educational as well as its entertainment value is advertising. The commercial radio sponsor interested in good public relations knows that it must now give thought to educational and cultural programs if it is to continue to attract listeners who, in wartime, are learning to use radio to gain knowledge and cultural background as well as enjoyment. In these war years, with the lack of products for civilian consumption, commercial sponsors have become more interested in public relations broadcasts than in those designed expressly for product-selling purposes. Other commercial organizations are following the pioneering venture of Standard Oil Company of California, which for more than sixteen years has presented cultural and educational radio programs in the public interest. It is by utilizing first of all programs such as the *Standard School Broadcast* and *The Standard Hour*, for their known educational and cultural values, that the classroom teacher may develop criteria for evaluating other programs whose educational value is less obvious. In its broadcasts, Standard of California has proved that entertainment and education are not incompatible.

In pioneering education by radio sixteen years ago, Standard of California adopted the basic policy that the *Standard School Broadcast* is not designed to replace any school teacher or music course, but rather to supplement or enrich existing curricula, by providing music and instruction of a type beyond the ability of the average school to produce regularly for the benefit of its students. Also emphasizing the recognized dependence of radio-educational programs on the individual teacher is the issuance, free of charge to educators, of the comprehensive *Standard School Broadcast Teacher's Manual* each school year, to aid the classroom instructor in utilizing the program.

Ample scope is given the teacher by the *Standard* programs for using his or her own imagination and ingenuity in utilizing them in relation to regular classroom work. Suggestion for preparatory, participation, and follow-up work, correlated with the study of English, literature, art, and social sciences, are given in the *Manual*, as shown in the illustrations from the current *Manual* which accompany this article. But many teachers work out original and very effective utilizations of their own. The Field Representative of the *Standard* programs, Miss Cecile Creed, gathers utilization ideas from educators in the states of California, Oregon, Washington, Idaho, Arizona, Nevada, and Utah, in her regular travels through this region in the interests of the programs, which are heard only in the West. Her findings, and those received by mail at *Broadcast* headquarters, are carefully studied each year by the Supervisor of the broadcasts prior to his development of the next year's course of study. Utilization is thereby closely related to program production and to teachers' needs, with mutual benefit to schools and sponsor.

Teachers not familiar with radio utilization should begin their study of the subject with careful consideration of the purely acoustical factors of radio reception in the classroom or auditorium. This is not difficult to do; and it is a surprising fact that even those teachers who have used radio programs in the past frequently overlook these basic factors of reception. To obtain

(Continued on Page 13)



1. Your school principal knows the cultural standards that guide the presentation of the Standard School Broadcast. Remind him of your desire to receive the Teacher's Manual.



2. Good reception makes better programs. Prior to beginning the Broadcast course, have your classroom radio set checked over by an expert.

HOW TO USE the STANDARD SCHOOL BROADCAST in the CLASSROOM

(Reprinted from Standard School Broadcast Teacher's Manual)



3. Before class convenes test the set for most effective placement in the room, and for best volume for enjoyable listening in the classroom.



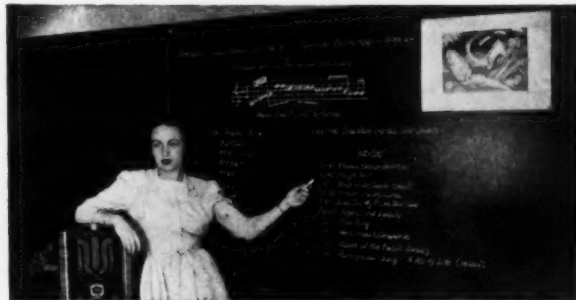
4. Integration work is invaluable, takes many forms, and is popular with the students. Pin up on the blackboard the print correlated with each week's broadcast—or other correlated art.



5. Appoint a "Radio Monitor", whose duty it should be to see that the radio is ready to be tuned in each Thursday, promptly at School Broadcast time.



6. Because of the fleeting nature of a radio program, students should be prepared for the lesson. Read at least part of the Manual outline of each School Broadcast program to them in advance. It will stimulate interest and help them learn.



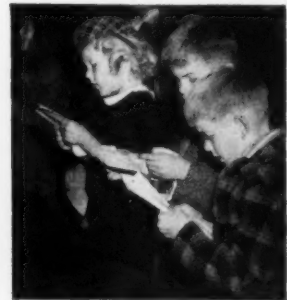
7. Eyes and ears working together form the unbeatable combination. List on the blackboard an outline of the Standard School Broadcast lesson for class discussion, including excerpts from Musical Themes shown in this manual.



8. Thursday mornings, when the "Monitor" has reported everything in readiness—tune in.



9. Listen with the class, noting the reactions of the students, so that you may jot down observations while the program is still fresh in mind. Your written reports at the end of each semester are helpful yardsticks against which the next year's course can be measured.



10. Integration, preparation and finally participation. Allow students to join in on the Participation Song each week.

We Take You Now to-

Hartford, Connecticut — Station WDRC and Sterling Couch

The policy at WDRC is to personalize all announcers, and to provide as many public service programs as possible. We try to identify each announcer with a program.

For instance, Chief Announcer **Harvey "Longfellow" Olson** is identified with the early morning "Shopper's Special" program; Announcer **Bill Hart** with "Strictly Swing"; "Sleepy Jim" **Garrett** with the afternoon "Ad-Liner"; and **Jack Stevens**, former Mutual sports announcer, with his "Sports Digest of the Air".

As a result, listeners get used to the boys on certain shows, and a following is built up. When calls or letters are received, they are addressed to specific announcers, and the public gradually gets to know who to listen for.

In the field of public service, which is mainly under the direction of Educational Director **Sterling V. Couch**, WDRC has tried to give the public a wide variety of programs. The "Radio Voice of Religion" program on Sundays features a well-known minister, priest or rabbi; each Friday, pupils from two neighboring high schools take part in a participating program of the "American School of the Air".

Each Saturday morning, a full-hour is devoted to the "Public Forum" and a special 15-minute Sunday program is now in progress, featuring Hartford Seminary Foundation professors speaking on "Nutrition". Special drives are repeated frequently to aid the blood bank, sale of war bonds, the Rolling Kitchen, and others.

About four CBS commentators are brought to Hartford each year for lectures at WDRC expense. The latest was **Charles Collingwood**, who drew 2,000 people, each of whom bought a war bond to get in.

Minneapolis, Minnesota—Station WTCN and Clifford J. Rian

WTCN, Blue Network outlet for the Twin cities of Minnesota points with pride to its "Northwest Homemakers Testing Bureau"—an organization of some 3,000 women who take part in informal discussions of the merits of various household products.

Due to the restrictions of the war emergency, the bureau is not now actively engaged in testing new products. However, a cross section of its members meets with its creator, Mrs. **Ann Ginn** (Women's Program Director, WTCN) to discuss the problems besetting today's homemaker.

Since its inception three years ago, the bureau has been instrumental in aiding hundreds of producers and service distributors to improve these products and services as well as increase their distribution. The crux of the organization is Mrs. Ginn's own program, "Around the Town", a daily half hour devoted to kindred home-making topics.

Pittsburgh, Pennsylvania — Station WCAE and Marian Annenberg

Dean **Austin Pardue**, new head of the Pittsburgh Episcopal Diocese, resumed his "Our Morale" series for WCAE listeners recently. Dean Pardue formerly presented his talks over the Mutual Network from Buffalo.

"Bill of Rights" Day was noted with a special evening broadcast featuring short remarks by Brig. Gen. **Hermon F. Safford** of Army Ordnance, **Fulton Lewis, Jr.**, Mutual Commentator, Mayor **Cornelius D. Scully** and Councilman **A. L. Wolk**.

A Saturday morning offering for war workers and of interest to all is WCAE's U. S. Navy Program bringing men in blue back from fighting fronts and workers from the various plants "saluted" to the mike for informal interviews. The main theme of the broadcast is to keep up production and combat absenteeism in Pittsburgh war factories.

Ruth Ann Nicke, Continuity Gal, was recently made an honorary Sgt. in the Women's Marine Corps Reserve for her splendid recruiting efforts. Ruth writes the scripts for the Marine's Saturday evening program.

The "Caravan Theater of the Air", new dramatic half hour presented on Sunday, stars the students of the Caravan Theater with the entire production from announcing to acting being handled by the young pupils.

Roanoke, Virginia — Station WDBJ and Jack Weldon

"Your Health and Safety" program, conducted each Saturday afternoon at 12:30 by Mrs. **Irene C. Bunting**, has just made arrangements with the State Department of Health for material to be used on this broadcast for the year of 1944, thus making the service of this series to the people of Roanoke and Southwest Virginia more valuable. This is in addition to her arrangements with the Red Cross and the Roanoke County Health Association to supply her with health materials. Mrs. Bunting is beginning her fifth year

on the air with this popular public service feature.

Weekly forums conducted in connection with the American School of the Air, "This Living World" series, are again featuring discussions by high school students of Jefferson Senior High School in Roanoke, William Byrd High School of Vinton, Virginia, and the William Fleming High School of the Williamson Road section of Roanoke. Due to gasoline and transportation difficulties, Andrew Lewis High School, which has been yearly participating in the series, is not taking part this year.

Denver, Colorado—Station KOA and Clarence Moore

I am constantly concerned over our local lack of opportunity for "public service radio". Speaking in these terms, we do very little other than the NBC Network programs, concerning which you are familiar. We do have two local programs which are now being presented in the public service bracket, one of several years standing and the other more recent. The University of Denver has been presenting "Journeys Behind the News", with Mr. **Ben. M. Cherrington**, Director of the Social Science Foundation of the University of Denver. It is a fifteen minute program under the direction of and produced by the Rocky Mountain Radio Council—in other words, our good friend, **Bob Hudson**. The program deals with the social sciences, economics, politics, etc., and the discussion of contemporary issues. The program has considerable required listening among the senior high schools and university students.

The other program which has recently been inaugurated by Colorado College, at Colorado Springs, Colorado, bears the interesting title, "Let's Make Music", and features **Roy and Johana Harris** (Mr. and Mrs.). You may recall a recent symphony of Roy Harris was featured on the NBC Symphony last summer. The program uses a stooge who believes or disbelieves the statements of Roy Harris in his elementary discussion of music composition. Johana demonstrates at the piano. As the series progresses it is their plan to introduce vocalists and instrumentalists who can better demonstrate an interpretation of moods, tempos, color, etc.

Of the more prosaic type we have a program which is presented by the Colorado State College of Agriculture each Monday morning dealing with farm subjects, and yours truly is the farm expert, at least I am the megaphone.

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New and Renewed Emphases in Radio Activities

(Continued from Page 4)

4. Set up definite and immediate aims for the lessons.
5. Check equipment—the radio, transcription player, projector, screen, light and ventilation, and the materials—the time required for use, beforehand to insure that everything is ready.

The Showing

1. Plan the showing so that there will be optimum attention to the material and minimum interruption during the showing.
2. Help the class by providing certain definite questions and specific things to look for.

The Follow-up

1. Check the information gained by the group (short written quiz on main points, oral discussion, or both may be desirable).
2. Talk over major points brought out in the material.
3. Attempt to build discrimination for pictures as well as for what is read and heard.
4. Reshow materials, entirely or in part, if the group is interested or will profit from seeing them again.
5. Turn to a practical application of the information if possible.
6. Examine each student's work for evidence of values from the auditory or visual materials.
7. Record notes on the use of specific materials so that in future showings you can take advantage of earlier experience.

Every day more teachers are becoming aware of the tremendous possibilities of radio in education. There is need of greater understanding by radio people of the problems of the school in using radio and of the types of programs most effective in helping educate young people. Closer cooperation between leaders in radio and in education and more consideration by each for the problems and purposes of the other will give greater recognition and increased impetus to educational radio throughout the United States.

Goal for 1944

Chairman James Lawrence Fly, of the Federal Communications Commission, in a statement to the press on 1944 aims:

"The establishment of ever greater facilities and more complete effectuation of ancient principles to achieve on a national and international scale the greatest degree of freedom and diffusion of information and ideas."

Formula for Improving College Programs

By Ray Hamby

Drama Director, KOAC

A PLAN to give the Home Economics staff members of Oregon State College a brush-up course on radio writing and presentation is bearing fruit in the way of smoother programs over Station KOAC, Corvallis.

Program Manager Allen Miller, formerly of the University of Chicago and Washington State College, arranged and taught a special radio course during the fall semester which was designed to "Give the people who have something to say specialized training so that they are capable of using radio as their medium of expression."

Miller feels that entirely too many specialists with worth-while messages lack speech and radio training to the point that no matter how important their material is, the rusty mechanics of poor preparation and presentation rob it of its otherwise effective reception.

Not only do many specialists in other fields lack radio ability but the confidence to try and gain that experience and ability. They need drilling and polishing, but also encouragement.

The classes were held weekly under the auspices of the Home Economics

Department and all staff members were auditioned and given definite pointers to solve their individual problems. Of equal importance to personal style was the study devoted to script preparation. Many able professors cannot transfer their effectiveness in the classroom to a written script or to a fluent style of radio ad lib from notes.

One of the simplest and most effective tricks was to have the lecturer imagine a definite person among his possible listeners and slant the entire approach to the listener as an individual. This intimate touch is quite different from the "platform stance" which is so important to speaking in a classroom or auditorium. When the speaker really gets the feel of this intimate relationship with audience individuals, he gains the composure and ease to make the listener forget the formality of speaking mechanics and concentrate on the actual message.

As a result of this experiment in adult teaching, a series of timely discussions are being presented three times weekly over KOAC's **Home-maker's Hour** by staff members from the departments of Foods and Nutrition; Clothing, Textiles and Related Arts; and Household Administration in the School of Home Economics.

Radio Aids North Atlantic Ferry Command

FERRYING of aircraft across the North Atlantic has been greatly expedited by the installation of six long-wave radio communications stations under the A.A.F. Army Airways Communications System, linking the United States with Newfoundland, Labrador, Greenland, Iceland and Great Britain, according to a War Department announcement.

The new long-wave network assures 24-hour radiotelegraph and radioteletype communications uninterrupted by atmospheric disturbances and magnetic storms. Since such disturbances do not similarly affect the long-wave system, constant radio communications will be open to the Army Air Forces and between the Army Command and Great Britain, as well as to outposts in the Arctic Circle.

To complete this important network for the Army Air Forces before the onset of winter, the Signal Corps was required to accomplish an unusually difficult construction job with emergency speed. Many obstacles had to be overcome. In Greenland and Iceland, antennae had to be set in solid rock.

For the Newfoundland station, a 180-foot tower was erected in the face of intense winds, and at another Arctic station the antennae had to be constructed to withstand maximum winds of 160-mile-per-hour velocity. Special roads were built for the hauling of supplies and equipment from nearby air fields and harbors and, in several instances, roads already in operation were washed away by sudden cloud-bursts.

Selection of frequencies for the long-wave system also constituted a difficult task. In several instances after wave lengths had been chosen it was found they met with disturbances and interference from Axis radio stations. This not only meant that new wave lengths had to be determined, but that new crystals and other components had to be obtained. For stations at three Arctic points, Diesel installations to generate power, ranging from three to 75 kilowatts, were established.

The network offers peacetime benefits to commercial and other aircraft transverse northern routes.

Broadcasts for Schools

In order to stimulate interest in the production of radio programs, the Philadelphia Public Schools, in cooperation with Station KYW, established a 1943 summer radio workshop for Philadelphia teachers. Mrs. Kathleen Lardie, Director of the Department of Radio Education of the Detroit Public Schools, was the instructor. Two members of this workshop, Edith Doerr and Ruth Miller were appointed radio assistants to Gertrude A. Golden, Chairman of the Radio Committee. In three short months, radio has become a most important part of the classroom activities in Philadelphia schools.

THE FOURTH R has come to the classrooms of Philadelphia. Five radio programs are broadcast each week by the Radio Committee of the Board of Education in cooperation with two local commercial stations. On Monday, Wednesday, and Friday, at two o'clock (Station WFIL) the elementary schools tune in for their broadcasts. "The Magic of Books" on Monday is a story hour, designed to stimulate interest in reading and to encourage children to become acquainted with the library in their school or community. Posters advertising the program have been displayed in schools and libraries, and teachers report that the children not only enjoy the program but want to read stories like the ones they hear every Monday. "Music in the Air", produced by Skipper Dawes, Educational Director of WFIL, in cooperation with the Division of Music of the Public Schools, is broadcast every Wednesday. Such topics as Rhythm, Melody, and Harmony, are presented in a delightful manner, and illustrated by the studio orchestra with an occasional talented guest from one of the schools.

On Fridays at two o'clock "The Quaker City Scrappers" are on the air. This program begins with a five minute playlet written and produced by the boys and girls of an elementary school to publicize a scrap drive, or the Red Cross, or one of the various home-front activities. The last ten minutes of the program are devoted to an episode in the life of "Filbert the Flea". This is in the form of an entertaining narrative with a piano accompaniment, written and produced by Skipper Dawes. Filbert's adventures in wartime activities on the home front are making a real contribution to the war effort.

"Our Philadelphia Schools" program is on the air over KYW at 9:15

every Wednesday morning. These programs, produced under the supervision of Col. "Bill" Galleher, educational director of KYW, are dramatic in content and are planned for secondary school listening. Some of the scripts which have been presented this term, such as the stories of Russell Conwell and Martha Berry, were written by members of the Radio Workshop conducted by the Philadelphia Public Schools in cooperation with Station KYW last summer. In December, a series of United Nations broadcasts called **Children of Our Allies** was inaugurated. The first of that series, on December 1, was a presentation of "A Chinese Incident" a radio play by Pearl Buck. Following that were

a "United Nations Mail Bag", a series of letters from children all over the world read by nationals in our own schools; "Lesson in Liberty", the story of a Belgian refugee; as well as stories of Greece, Norway, Russia, and India.

"Junior Town Meeting", the first school program of its kind in the country, is a half-hour program presented in cooperation with Catholic and Private Schools, every Thursday morning at 9:15 on KYW. Three secondary school students present their opinions on some current topic, such as "Should Women Continue in Their Wartime Jobs After the War?" After a formal presentation of the three points of view, a group of boys and girls from several schools have a chance to ask questions of the speakers on the panel. Young people, while they learn how

(Continued on page 11)

FREC Program Listing Service

Members of the Advisory Committee responsible for selection of programs for the monthly FREC Program Listing Service have made it clear that they have not reversed their original decision not to recommend late listening hours for young people, by adding to the January list programs which originate as late as 11:30 p.m. Eastern War Time. These are suggested for listening in earlier time zones only.

Four new programs were added to the January list,—two NBC and two Mutual.

The NBC offerings—**Pacific Story** and **Music of the New World**—have been on the air for some time but were omitted from previous listing because they are broadcast at 11:30 p.m. EWT.

The **Pacific Story** since last July has been studying the complex problem of the Pacific, delving deeply into the causes of war with Japan and post-war solutions to the Oriental riddle. Its importance as a source of information to the people of the United States about the Pacific basin and its people has been stressed by such distinguished advisers as Dr. Ray Lyman Wilbur, Dr. H. H. Fisher and Dr. Yu Shan Han, who have appeared as commentators on various programs. The program is recommended for advanced high school students, college students and adults.

Music of the New World—a feature of the Inter-American University of the Air—is now in its second series on "folkways in music". The series aims to present a panorama of the development of music in the Western Hemisphere from pre-Columbian times

to the present day. A wide variety of folk songs and dances of the Americas, together with symphonic music based on folk material, is included in an effort to show music in relation to the ways of living among the peoples of the hemisphere in the past and present. It is heard weekly on Thursday at 11:30 p.m. EWT.

Of the two Mutual programs added, one needs no special introduction,—the Cleveland Symphony, under the direction of Eric Leinsdorf* is well known to Sunday evening listeners.

"Abe Lincoln's Story"—heard Sundays at 4:30 p.m. over Mutual, is a series of dramatic episodes based on authentic incidents in the life of the great American hero beset by problems of security not unlike those faced by the war-torn world today. Vivid portrayals of significant events surrounding the Gettysburg address, the Lincoln-Douglas debates, the Emancipation Proclamation, and other immortal statements serve as the theme of the series.

Distribution of this FREC monthly service for schools is being channelled through State departments of education, where it is expected to be duplicated for circulation of every school in every State. Teachers not yet receiving the service are urged to ask for it through their State departments.

*Now in the army.

**BACK THE ATTACK WITH
UNITED STATES WAR BONDS
AND STAMPS**

Radio Helps School Supervisors

(Continued from Page 1)

A member of the English Parliament recently characterized the radio as "the greatest discovery of all time." For the communication of ideas, the invention of the radio marks the beginning of an epoch. The most sublime music and art, the noblest contributions of science to health and happiness, the loftiest literature, the tragic need for sound quantitative thinking and judging, the voice of the Past throwing light on the future—the most skillful and talented mind in each and all of these fields can now reach any and every school-room in the nation. The school system dead to radio is not even backing into the future; it is running away from it.

Cleveland Station is FM

The Federal Communications Commission has made available to schools five choice channels or wave lengths for Frequency Modulation transmission. Our school station, WBOE, began with AM and later changed to FM. This eliminated static, gave greater fidelity, especially for high and low notes, and complete freedom from interference.

The cost for establishing and maintaining a school station has been greatly exaggerated. The small town or a county system with a high school science department could begin with a small room and most limited equipment. Vast quantities of improved radio equipment will be available immediately following the war. Every city and county school system should secure a wave length or channel and make the services of the radio available to its schools.

Broadcasts for Schools

(Continued from Page 10)

to build today for a better tomorrow, begin to realize the great privilege which is theirs, of free speech in a free country.

Every Friday at 1:30 at KYW the University Museum in cooperation with the Philadelphia Schools presents "Once Upon a Time". In this program, a legend or a story of some country now engaged in the war is dramatized. During the months of December and January boys and girls will hear legends of old China.

The Radio Committee of Philadelphia is actively engaged both in producing programs and in visiting the schools to stimulate classroom utilization of radio. So far they feel that the results have been highly gratifying.

Master Radio Schedule STATION WBOE, FIRST SEMESTER ON THE AIR MONDAY THROUGH FRIDAY—8 A.M. to 4 P.M.

Special programs are detailed in a weekly bulletin mailed by arrangement with the Division of Publications, CH 3660

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00	Bulletin	Bulletin	Bulletin	Bulletin	Bulletin
8:05		H. S. French, German	H. S. English ³	H. S. Science	Current Issues (Sr. H.)
8:20		Pers. Regimen, Girls ¹	8B English ⁴		Jr. Health
8:30		Physical Ed. ¹			
8:50		H. S. French, German	H. S. English ³	H. S. Science	Current Issues
9:03		Bulletin		Bulletin	
9:05				3-A Arithmetic	Jr. Health
9:10	Jr. News Summary	4th Science	Jr. High ⁴		
9:20				Jr. Home Ec. ⁴	
9:35		H. S. (repeat 8:05)	H. S. English ³	H. S. Science	Current Issues
9:48		Jr. High Art ²			
9:50					Jr. Health
9:55	Bulletin		Bulletin		
10:00	Rhythmic Activities	Music, Young Listeners	Song Study	Rote Songs	
10:20	Jr. News Summary	High School	H. S. English ³	H. S. Science	Current Issues
10:35	Tools of Science (Jr. H.)	Jr. High Art ²		Timely Topics (Elem.)	Jr. Health
10:45			1st Science		
10:55				Jr. High ⁶	
11:00		H. S. Homerooms	Jr. High ⁴		
11:15	Jr. H. News Summary	6-A History	Upper Elem. Safety		
11:20					Jr. Health
11:25				5th Handcraft	
11:30	C-B Health		Jr. High ⁴		
11:35		H. S. (repeat 8:05)			Current Issues
11:45			H. S. English ³	H. S. Science	
12:05	Jr. News Summary	Jr. High Art ²	Jr. High ⁴	Jr. High ⁴	Jr. Health
12:20					Current Issues
12:30		H. S. (repeat 8:05)	H. S. English ³	H. S. Science	
12:50	Jr. H. News Summary	Physical Educ. Talks ⁶			Jr. Health
1:00	Teacher's Spanish		Teacher's French		
1:05		H. S. (repeat 8:05)		H. S. Science	Current Issues
1:15			H. S. English ³		
1:35	4-B Health	Language Arts	5th Art	Story Hour	Jr. Health
1:50		Jr. High Art ²			
1:55			H. S. English ³	H. S. Science	Current Issues
2:00	2nd Soc. Stud.				
2:02		H. S. (repeat 8:05)			
2:10			Magic Carpet	Handcraft	
2:15		Upper Elem. Safety			
2:20	Tools of Science (Jr. H.)				Jr. Health
2:30		Jr. H. Art (repeat 9:48)	4th Art Enrichment		
2:35					Current Issues
2:45				H. S. Science	
2:50	Jr. H. News Summary		H. S. English ³		
2:55				Tales from Far and Near (Gr. 6-7)	Let's Pretend (El.)
3:05	Elem. French I	Elem. French II	Jr. High ⁴		
3:35	Teacher's Spanish		Teacher's French		
3:40		Physical Educ. Talks			
4:00	Sign Off	Sign Off	Sign Off	Sign Off	Sign Off

¹Jr.-Sr. French, 1st Tues.; Pers. Reg., 2d Tues.; Jr.-Sr. German, 3d Tues.; Girls' Phys. Ed., 4th Tues.

²7B Art, 2d Tues.; 8B Art, 3d Tues.

³"What's New?" 2d-4th Wed.; "Fun from the Dictionary," 1st-3d Wed.

⁴Home Economics, 2d Thurs.

⁵8B Eng., 1st-3d Thurs.; Home Ec., 2d Thurs.

⁶1st-3d Tues.; 4th Tues., "Keep Up to Date."

Exchange Department

Please send contributions for this department to Margaret Fleming, South High School, Columbus, Ohio.

Listening for Victory

A sparkling eight-page printed publication made its appearance last month from the Office of the County Superintendent of Schools, Los Angeles County under the title "Listening for Victory."

Not only does it include the regular radio log that formerly was issued in mimeographed form but it contains many readable items on such topics as, for example, the "Los Angeles Philharmonic Young Artists' Competition," Robert J. Landry's article on "Radio As a War Weapon," the Office of Inter-American Affairs' *These Are Americans* transcription series and a quotation from the Wisconsin School of the Air Bulletin.

The Journal is very happy to welcome this publication to the radio education field. Members of the AER who can use this publication in their libraries might contact the Division of Audio-Visual Education, 809 North Spring Street, Los Angeles, California, for information.

Using the P. A. System

The public address system at South High School in Columbus, Ohio, has been working overtime for the war effort this year. Besides regular weekly school news broadcasts to every room in the building, dramatic skits and special announcements have been made on and off whenever an important drive came up.

At the beginning of the fall semester, for instance, a war stamp drive was started with the intent of raising, in each home room, enough money to buy one parachute. On the opening day of the drive, the radio script and production class put on a short dramatic program, showing how the word "Geronimo" (the cry of the Paratroopers, and the slogan for the War Stamp Campaign) came into use. At the end of the skit, a short follow-up was used telling in detail about the drive.

Thus far broadcasts to the school have included interviews in behalf of the Travelers Aid Society (reading material for servicemen), straight an-

nouncements and dramatic skits for scrap drives, and numerous short notices pertaining to Russian War Relief, war jobs, collection of silk hose, razor blades, and many other wartime necessities.—Margaret Fleming.

Study Outline

A manual for a new program series has been issued for the Minnesota Department of Conservation through the *Minnesota School of the Air*. The title of the series is "Land Alive" and this manual constitutes a study outline which is prepared in a very useful fashion.

Each program is treated as an episode in a serial which is tied together by an old woods guide, Charlie Thimber. Each episode has a brief summary of the program along with several questions for discussion followed by a quotation which extends the purpose of the program.

Such episode titles as "Black Market Hunters," "Poachers' Doom," "Johnny Is Lost," "In a Logging Camp," "From the Tower," "Canoe Trip Plans," and "Fish Talk and Indian Signs," indicate the trend that the program follows. Copies of this may be obtained by writing to Burton Paulu, Director, Station WLB.

• Unique educational feature heard weekly over WLAC in Nashville, Tenn., is "Children Analyze the News", sponsored by a local firm which has just renewed its contract for 52 weeks. Children of grammar school age, chosen by their teachers for their grasp of world events and general alertness, constitute the participants on the program, discussing and analyzing current news events and trends.

Paul Oliphant, WLAC program director, is moderator and announcer for the show which came into being as the result of much research on the part of the program department as well as suggestions from the Middle Tennessee Radio Council, a group made up of leading educators and civic workers.—*Broadcasting Magazine*, Dec. 20.

Back the Attack with United States War Bonds and Stamps

Page Twelve

Radio Literature Review

Survey of Radio Listeners in Louisiana. Edgar A. Schuler, The General Extension Division, Louisiana State University, Baton Rouge, 1943, 77 pp.

Reviewed by Lt. A. L. Chapman, U.S.N.R.*

This study furnishes information concerning radio listening in Louisiana which should be extremely valuable to educational broadcasters, commercial broadcasters, and advertisers. Although commercial listener researches show percentages of listeners, this survey goes beyond the usual results found in commercial reports. This report shows the pattern of radio listening and potential listening in Louisiana according to color, sex, economic levels, economic regions, educational background, and size of community. The graphic presentation of the results makes for ease of reading and interpretation.

An example of the type of useful information furnished in the publication is the potential listening patterns of adults by sex and color. On the basis of this and other information contained in the report, an effective pattern of educational broadcasting can be followed. It would be interesting to know that use will be made of the information concerning colored listening in Louisiana by Louisiana State University. What does it mean to LSU that colored people listen to LSU programs in about the same ratio as do white people?

The purpose of the research project was to study how "Louisiana State University may more adequately play its role in contributing to the general welfare of people not only of Louisiana but in the region, the nation, and the world society, and in performing that function to make use of the superiorities inherent in radio." In order to secure this information 11,192 well distributed interviews were conducted throughout Louisiana. Methods of collecting the data distribution of the sample, and weaknesses of the study, are clearly explained in the appendices.

The study shows specifically:

- a. the distribution of radios in Louisiana.
- b. typical daily listening patterns.
- c. potential listening patterns of families.
- d. frequency of doing something while radio is turned on.
- e. reasons for listening and types of additional programs desired.

*Formerly Director of Research in Education by Radio, University of Texas.

(Continued on back cover)

Town Meeting Goes to School

By Byron B. Williams*

May, 1942! Twenty-one school superintendents were asked:

"How would you like to have the services, without charge or obligation to your schools, of an experienced guest moderator to conduct demonstration town meeting assemblies in the auditoriums of your senior high schools? These assembly programs will use the techniques of **America's Town Meeting of the Air**, and will employ your students as speakers and questioners from the floor."

All but one of these superintendents answered: "When can we do it? Let's go!"

Accordingly, a travel schedule was planned for the guest moderator. The Junior Town Meeting title was conferred on the program idea by the teachers of the Elkhart, Indiana, high school. Expenses were guaranteed as a public service by the American Education Press, which offered the Junior Town Meeting to high schools as an additional service in making current materials significant to students. The writer, who had spent three years with Town Hall working with discussion groups, was given a position as the guest moderator.

Starting early in October in Massillon, Ohio, eighteen cities in Ohio, Michigan, Indiana and Pennsylvania were visited in turn by the moderator. In all, 32 high schools held these first Junior Town Meeting assemblies, each presented after the audience-participative plan of "America's Town Meeting."

Printed discussion materials, useful in helping students prepare for their meeting, were supplied free of charge. These materials, useful in helping students prepare for their meeting, were supplied free of charge. These materials consisted of a weekly "preview" for students on the topic next to be discussed on "America's Town Meeting," and of a "Forum Service" outlining the discussion task for teachers.

No restrictions were placed on the cooperating schools. They could select for discussion at their Junior Town Meetings either a topic from the previews or any other topic felt to be more suited to the needs of the school. All but one of the 32 schools used previewed topics.

The success of this preliminary venture led to offering the program to an additional list of schools for the second

semester, 1942-43. Twenty-four more schools in other Eastern states accepted the offer of the guest moderator's services. Junior Town Meetings thus continued through April in these 24 cities and in 46 additional high schools. A total of 79 assembly Junior Town Meetings were held the first year. More than 80,000 high school students were offered an opportunity to participate in the discussions.

An interesting culminating feature of this in-school discussion program was developed from a broadcast experience by "America's Town Meeting" conducted under the auspices of the radio department of the Toledo public schools in February, 1942. On this program, four high school students had been the speakers. Because this broadcast had been so successful, Town Hall and the Blue Network opened another regular session in 1943 of "America's Town Meeting" to students who were found proficient in discussion on the Junior Town Meeting. This second all-high school Town Meeting was broadcast under the auspices of the public schools of Cincinnati, Ohio, April 15, 1943. The topic for discussion was "Should the voting age be lowered to eighteen?"

This broadcast led the authorities in the schools of Boston, Massachusetts, to seek a similar all-high school town meeting for the school year, 1943-44. The first of two broadcasts using high school students, thus, was held in Boston on December 9, 1943. The topic discussed was: "Should the government subsidize college education after the war?" Three speakers were chosen from the senior high schools of the nation. The fourth speaker was chosen through 22 Junior Town Meeting assemblies held in as many Boston high schools.

The Boston broadcast originated from the stage of America's oldest high school, the Boston Public Latin School, founded in 1635, one year before Harvard College.

Another all-high school broadcast is planned for May, 1944.* It will originate in a midwestern city. Complete details on how to enter students for the final tryouts for this second meeting are available in the Junior Town Meeting **Handbook**, a copy of which is obtainable without charge from American Education Press. Working directions for producing class and assembly Junior Town Meeting are also contained in this **Handbook**.

*Meanwhile Junior Town Meeting assemblies are being held in several American cities.

In the brief space of eighteen months, Junior Town Meeting has developed many localized activities. The schools of Toledo, Ohio, under the leadership of Mr. Harry Lamb, have established the first city-wide forum broadcasts using the Junior Town Meeting techniques. Elkhart, Indiana; Cincinnati, Ohio; and Pittsburgh, Pennsylvania, have presented frequent local Junior Town Meeting discussions by radio. Philadelphia, however, is the first city to establish a "Junior Town Meeting of the Air." In the spring of 1943, under the direction of Dr. Albert A. Owens, director of school extension for the Board of Education, the public, parochial and private secondary schools of that city clubbed together to form a "Junior Town Meeting of the Air." Station KYW offered its facilities, and eleven trial broadcasts originated in the assemblies of cooperating schools. This current school year the "Philadelphia Junior Town Meeting of the Air" is an accepted educational procedure.

Recently, under the auspices of Boston University and WBZ-WBZA, the first regional "New England Junior Town Meeting of the Air" was founded with 41 New England high schools participating. Dr. Linwood Chase, of Boston University, is the moderator.

Likewise, Akron, Ohio, under the leadership of Miss Josephine French, director of radio education for the Akron schools, and of Miss Viola G. Berk, director of educational programs for WAKR, is now producing an "Akron Junior Town Meeting of the Air"—incorporating 35 public and parochial schools in Akron and the county surrounding that city.

There are also many hundreds of teachers of history and the social studies in other cities of the country who maintain their own class Junior Town Meeting every week.

The immense possibilities that lie in Junior Town Meeting discussions of class or assembly type—and whether broadcast or not—are becoming apparent. Although a Junior Town Meeting discussion may not lead to immediate solutions for problems or to action, it does demonstrate effectively the meaning of freedom of speech and of tolerance for conflicting ideas. When such discussions are tied into school self-government systems, potentialities for stimulating socially acceptable thinking by youth on its social problems are very great.

Ideas freely expressed in open discussion, subject to the evaluation of fellow-students, will surely lead to better understanding among young people—the future citizens of this democracy.

*Former program director of WOSU, Columbus, Ohio; Educational Adviser, Town Hall, N. Y.; currently Town Meeting Editor, "Our Times," American Education Press, Columbus, Ohio.

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- f. program preferences.
- g. responses to radio programs and means of learning about new programs, station preferences and short-wave listening.

Unfortunately for those conducting the survey, but fortunately for the example which this study can set for others, several obstacles prevented the study from being conducted as originally planned. The results, however, do not reflect the difficulties encountered. The procedure of securing "the cooperation of superior and trustworthy University students in taking the schedule interviews" offers possibilities for similar studies in other regions.

The findings are too numerous to describe here. It is sufficient to suggest that many of the findings may reasonably apply to other states. The method used in this study seems to be the outstanding contribution which this study makes to radio in education in the United States.

The views expressed here are the personal ones of the author and in no way are to be construed as representing the official position of the Navy.

Utilization—Radio's Challenge to the Classroom Teacher

(Continued from Page 6)

the greatest benefits from radio programs, it is necessary to assure clear reception of spoken and sound-effects parts of programs and the best tonal quality from the musical parts, by properly installing and operating a good radio set.

Teachers are prone to rely too completely on the capacity of modern radio sets to give some sort of reproduction despite most obstacles, and then to blame the artists or broadcasting stations or sponsors for what they believe to be program imperfections. Distortions of satisfactory programs are usually caused by inadequate radio-reception equipment, poor installation, acoustically imperfect rooms, faulty placement of sets within rooms, employment of excessive or insufficient volume, and careless tuning.

Years of experience with the *Standard School Broadcast* have shown that there is no single element that ruins effective utilization of adequately presented radio programs more than such faulty use of radio sets in schools.

Criticisms received from teachers and students with regard to "imperfect enunciation by the announcer," "inability to distinguish between one voice and another," "the thinness of music," etc., have been traced by *Standard School Broadcast* representatives to just this cause. If this one factor—expert use of adequate radio-reception instruments—could be sufficiently impressed on the minds of classroom teachers and students, a major advance would be made in the utilization of radio education.

Teachers desiring most effective utilization of radio broadcasts, should bear the following points in mind: (Some points will of course be affected by war conditions.)

1. Before buying a radio set for school listening, get the best technical advice available as to the type and size of set most suitable for a given room or auditorium. Do not attempt to make a small portable set do for auditorium reception, nor limit the tonal potentialities of a powerful console set by making it work at low volume in a small room.

2. Whether the set be new or old, have it thoroughly inspected by a radio expert sufficiently far in advance of any planned course of radio listening to permit him to put it into first-class condition.

3. Have the same radio expert check the antenna and ground system carefully for efficient operation with the set being used, and see that he personally connects the set for you, tests it thoroughly, and attaches to the set complete operating instructions, written or printed for your guidance and that of others who may use the set.

4. Also have the radio expert test the placing and tuning of the set in various parts of the room or auditorium, with a view to finding the best acoustical location; and have the set permanently installed, or always placed, in that one location for listening purposes.

5. Before the listening class convenes on any given day, tune in the station that will broadcast the desired program—not according to the dial markings alone, but solely by push-buttons, but also according to actual sound, by dialing manually exactly to the hairline spot that gives the widest tonal range of whatever is being broadcast.

6. Use only the volume control to vary the volume of sound, and never

use the tuning dial for this purpose, for the latter invariably produces distortion rather than mere change of volume when so used.

7. The most desirable volume-level is that which approaches the actual volume-level of the voices or instruments being heard, within the limits of ear-comfort. The volume should be sufficiently loud to enable the radio set to reproduce as wide a range of tone as possible without becoming a trial rather than a treat for the ear.

Editorial

(Continued from inside front cover)

Has he time to give to this work? These questions and others should be entertained not only for the president but for each of the other officers, national and regional.

Now, having made your selection, it is your further responsibility to mail your decision in to the teller. This may not be very important work but the responsibility IS very REAL. GET HOLD of that ballot and send it along!

We Take You Now To—

(Continued from Page 8)

We are doing our share in the war effort, which is public service after all, but by and large our activity in an educational sense is extremely limited. We have one fifteen-minute program per month, in addition to the foregoing regularly sponsored by the Colorado Federation of Women's Clubs, and we do have a short weekly five-minute period devoted to Community Chest activities. In more recent months our war activity, including announcements and programs including personnel from the training camps of the area, has amounted to from 105 to 110 hours per month, which you can see is a sizeable amount of time, and of which we are very proud. Undoubtedly, as the winter progresses, there will be occasional opportunities for public service activity, but the foregoing is the extent of our activity at this time.

**Back the Attack
Buy War Bonds**